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Preparing Teachers for Urban Schools: An Annotated Bibliography for Teacher Education.

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This annotated bibliography developed by Cooperative Urban Teacher Education (CUTE) staff members presents a selective reading list for undergraduate teacher education candidates preparing to work in inner-city schools. An interdisciplinary team composed of a psychiatrist, a sociologist, and teacher educators categorized the 187 entries under the following headings: Teacher Education; Sociology (a) of education, (b) of the inner city, (c) of deviance; Psychology; and Nonprint Materials (films, records, etc.) related to each of the above fields. Primary attention was given to the inclusion of recent books in an attempt to select materials relevant to the assumption that "a prospective teacher would be better prepared for teaching in the inner-city environment if he: (a) understood both his own and his pupils' attitudes, insecurities, anxieties, and prejudices; (b) understood both his own and his pupils' environment and culture; and (c) was knowledgeable of and competent in reflective teaching methods for inner-city learners." (Author/JS)

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PREPARING TEACHERS FOR URBAN SCHOOLS: AN ANNOTATED BIBLIOGRAPHY FOR TEACHER EDUCATION

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PREFACE

The Mid-continent Regional Educational Laboratory has been pleased to cooperate with the ERIC Clearinghouse on Teacher Education in preparing an annotated bibliography related to urban teacher preparation. This venture is a natural outgrowth of past collaborative efforts involving organizations sponsoring the Clearinghouse and the Laboratory. The American Association of Colleges for Teacher Education provided planning funds for the Cooperative Urban Teacher Education Program; the National Commission on Teacher Education has served as an invaluable source of information; and The Association for Student Teaching has cooperated in the distribution of Laboratory publications pertaining to the program.

The Laboratory recognizes that the improvement of educational opportunities for inner-city children is of paramount importance. It is making an intensive effort to develop relevant curriculum content for prospective inner-city teachers. This publication, along with others describing the organization and content of the Cooperative Urban Teacher Education program, provides a comprehensive view of the Laboratory effort. It is believed the publications represent a significant professional contribution to the field of teacher education.

Appreciation is expressed to Joel Burdin, director of the ERIC Clearinghouse on Teacher Education, for initiating this effort, and to the Clearinghouse for their financial support in producing this document. The following personnel of Mid-continent Regional Educational Laboratory also helped in completing the task: Beverly Jacobson, communications assistant, Helen Coggs, Ruth Simmons, and Estrid Hess, secretaries.

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Introduction

The ancient adage "Of the making of books there is no end" could well have been written yesterday to describe the proliferation of materials dealing with problems of inner-city education. Any attempt to provide a complete listing of all materials on this topic will inevitably result in failure and frustration. Generally the most recent publications, based on the growing mass of data, have the most value.

This bibliography is the result of three years of intensive efforts by Cooperative Urban Teacher Education staff members to compile a selective reading list for undergraduate teacher education candidates preparing to work in inner-city schools. The staff, an interdisciplinary team, is composed of a psychiatrist, a sociologist, and teacher educators. They have proceeded on the assumption that a prospective teacher would be better prepared for teaching in the inner-city environment if he: (a) understood both his own and his pupils' attitudes, insecurities, anxieties, and prejudices; (b) understood both his own and his pupils' environment and culture; and (c) was knowledgeable of and competent in reflective teaching methods for inner-city learners.

Since most of the materials included in this bibliography are related in varying degree to all of the above objectives, it has been difficult to place them in discreet categories. Because most college programs are not organized to accommodate an interdisciplinary approach, an attempt has been made to place materials in the most appropriate section. Primary attention has been given to the inclusion of books in the bibliography. It is believed a regular, systematic search of magazine and journal articles will be most

effective in keeping educators abreast of current writing and research.

Although the bibliography makes no pretense of comprehensiveness, it does contain those materials the staff has found useful in the attainment of their objective, producing effective teachers for inner-city schools.

Teacher Education

Anderson, R. H. Teaching in a world of change. New York: Harcourt, Brace and World, 1966.

Presents views on "innovative approaches" to education (class and group composition, individualization and instruction, nongraded schools, team-teaching, supporting services and resources, school architecture, and library-centered schools). The book includes objective examination of motivations for change, and the opportunities and potential merit change offers.

Bayles, E. B. Pragmatism in education. New York: Harper and Row, 1966.

Expouses a philosophy of education oriented toward pragmatism (relativism is the preferred term by the author) and states its implications for the preparation of teachers. Assumptions regarding the nature of man, the nature of society, and the nature of truth are clearly and thoroughly discussed. A series of unit plans at the end of the book demonstrate the application of relativistic philosophy in a "variety of classrooms at various grade levels of elementary and secondary schools."

Beck, J. M.,& Saxe, R. W. Teaching the culturally disadvantaged pupils. Springfield, Ill.: Charles C. Thomas Publisher, 1965.

Describes the problem of teaching the disadvantaged, progress being made, and suggested methods and specific materials for improving the education of disadvantaged children. Areas stressed include the characteristics and preparation of effective teachers, the dynamic role of the principal, and the urgent need for mobilization of community resources so that there may be close cooperation between school and community.

Bernstein, A. The education of urban population. New York: Random House, 1967.

Focuses on the education of teachers, "more culturally sophisticated," who will work with disadvantaged inner-city children. The author is concerned not only with the Negro disadvantaged but also with all minority and ethnic groups. Many suggestions are given to provide readers with possible solutions, such as paying pupils for attending school, lengthening the school day, and removing the child from his immediate environment.

Bigge, M. L. Learning theories for teachers. New York: Harper and Row, 1964.

The author examines various theories of learning and the implications of each theory for education. From a table of ten different learning theories, two major families of modern theories, S-R (Connectionism) and Gestalt-field (goal insight), comprise a major portion of the book. In the process, the author provides the reader with a definite plan, learning as goal-insight and the problem approach as a preferred approach to the teaching-learning process.

Bloom, B. S., Davis, A., & Hess, R. Compensatory education for cultural deprivation. New York: Holt, Rinehart, and Winston, 1965.

Summarizes the problems of educational and cultural deprivation. The book includes a valuable, detailed, annotated bibliography related to these problems.

Bond, G. L.,& Tinker, M. A. Reading difficulties: Their diagnosis and correction. New York: Appleton-Century-Crofts, 1967.

Written for the classroom teacher, the clinician, and the remedial teacher who help in the diagnosis and correction of reading problems.

Cantor, N. Dynamics of learning. Buffalo: Foster and Stewart, 1950.

Discusses the inadequacies of the American educational system and reviews critically the typical classroom environment dominated by memory-level teaching rather than reflective thinking. The author provides the reader with a number of suggestions in method and content, useful to the teaching-learning process.

Cantor, N. The teaching-learning process. New York: Holt, Rinehart, and Winston, 1953.

Presents stimulating suggestions for improving the teaching-learning process. Such concepts as "whole child" and education for "life-adjustment" are viewed critically. The author recommends a "reality-centered" school with recognition of limited teacher responsibility. A major contribution of the book is a definition of the "focus and function" of the teacher.

Chesler, M., & Fox, R. Role-playing methods in the classroom. Chicago: Science Research Associates, 1966.

Describes the uses and procedures of role-playing in elementary and secondary classrooms; its scope as a teaching aid; and the means of assessing potential use and effects in classrooms. The book includes case studies of classroom problems which lead to certain learning objectives. Stresses the relationship between classroom interpersonal relations and the effective learning of subject matter. An annotated bibliography and index of questions relevant to role-playing are included.

Clements, H. M., Fielder, W. R., & Tabachnick, B. R. Social study: Inquiry in elementary classrooms. Indianapolis: Bobbs-Merrill Company, 1966.

Maintains that children are capable of discovering and understanding their relationships with the world if the teacher has high skills in listening, probing, and focusing. By using an inquiry approach which may originate from a spontaneous situation or contrived circumstances, the teacher can guide and assist children in observing and comtemplating their relationship to the world in which they live.

Cloward, R., Dentler, R., Ianni, F. A., & others. Educating the children of the welfare poor: A record symposium. Teachers College Record, Jan. 1968, 69, 301-320.

Maintains that problems of urban poverty may be solved if effective and appropriate ways are found for educating impoverished children. Teachers are challenged, by nine educators, to find appropriate solutions to problems concerned with: (1) the socioeconomic reforms needed for the realization of the potential of public education; (2) the weight to be given to proposals for guaranteed income, family allowances and new job possibilities; and (3) the daily problems experienced by children of welfare clients.

Combs, A. W. The professional education of teachers: A perceptual view of teacher preparation. Boston: Allyn and Bacon, 1965.

A book with many provocative issues dealing with the pre-service education of teachers. Although the author maintains he is not providing a "comprehensive teacher education program," he does provide the reader with his ideas for improving the teacher preparation. Emphasizing the concept of perceptual psychology, the author suggests that clinical experiences are a way to achieve "the discovery of personal meaning" for the teacher. An interdisciplinary approach integrating education, psychology, sociology, anthropology, and philosophy is recommended to promote improvement of teacher education programs.

Crow, L. D., & others. Educating the culturally disadvantaged child. New York: David McKay Company, 1966.

Suggests strategies for teaching the disadvantaged. It investigates the extent to which children should be pushed to the limits of their understanding.

Durr, W. K. Reading instruction: Dimensions and issues. Boston: Houghton-Mifflin Company, 1967.

Presents current articles reflecting different opinions, but related to methods, materials, and organizational procedures for teaching reading. Stresses the importance of developing every child to a point where he can and will read at the level of his individual capacity. Articles which will help teachers achieve this goal are included.

Elam, S., & McLure, W. P. Educational requirements for the 1970's: An interdisciplinary approach. New York: Frederick A. Praeger, 1967.

Challenges educators to live up to the tasks confronting them in view of present and future technological advances in our lives. The authors suggest that requirements of the educational system cannot be isolated from the needs,

goals, and expectations of the nation as a whole; An understanding of the system and realization of goals is dependent upon scholars from various disciplines: economist, sociologist, educator, politician, scientist, and government servant.

Fagan, E. R. English and the disadvantaged. Scranton, Pa.: International Textbook Company, 1967.

Describes attitudes and viewpoints concerning the place of English in the daily lives of disadvantaged pupils. Includes specific suggestions, objectives, teaching techniques, and instructional materials for educating those who use nonstandard English. Emphasis is placed on a pupil's acceptance, rather than rejection, of his own language patterns as he explores English. The author suggests reference and material sources, films, and tapes. A good reference particularly for English teachers and reading teachers.

Fantini, M., & Weinstein, G. Taking advantage of the disadvantaged. Teachers College Record, Nov. 1967, 69, 103-114.

Presents ways and means of converting schools into relevant and flexible educational institutions. The book suggests that recent studies of the deprived offer evidence of the need for critical and immediate, almost revolutionary, changes in the educational system.

Fantini, M., & Weinstein, G. The disadvantaged: Challenge to education. New York: Harper and Row, 1968.

The disadvantaged in this book include "all those who are blocked in any way from fulfilling their human potential," but not as a result of low social status or economic deprivation. This definition includes a major segment of American elementary-secondary school-age children. To be directed to the needs of this vast majority of school-aged children, education must be relevant and "reality-oriented" instead of traditional, "phoney," and unreal. The case study in Chapter 8 describes the author's experience in an inner-city school in Syracuse, New York.

Fox, R., Luszki, M. B., & Schmuck, R. Diagnosing classroom learning environments. Chicago: Science Research Associates, 1966.

Reports on a cooperative research project done at the Center for Research on Utilization of Scientific Knowledge at the University of Michigan. It concerns itself with the problem-solving sequence, and how to get reliable information from actual classroom teaching situations. The booklet includes some data-gathering instruments and techniques. Information is also given describing how the teacher can change the classroom learning environment.

Frierson, E., & Barbe, W. Educating children with learning disabilities, selected readings. New York: Appleton-Century-Crofts, 1967.

Deals with the child who needs special educational attention, but does not meet the criteria of special education programs, based on neurological, language and behavior problems. Brain dysfunction is discussed as well as diagnosis and remediation theories. Practical remediation advice is presented for the basic school subjects of reading, spelling and arthmetic.

Goodlad, K. Learning and teaching in the future. National Education Association Journal. Feb. 1968, 57, 49-51.

Describes three eras of instruction: (1) human-to-human instruction, utilizing few machines; (2) man-machine interaction, in which computers will play a more important role; and (3) libraries of computorized microfilm, presenting entirely new concepts for the school's role in culturation, and for altering human development and control of human behavior. Suggests that education will be more concerned with the kinds of human beings produced rather than with determining what knowledge is more valuable.

Gordon, E. W., & Aozlay, W. A. Compensatory education for the disadvantaged. Princeton: College Entrance Examination Board, 1967.

Presents a comprehensive and critical report based on a survey, analysis, and evaluation of various attempts to help the educationally disadvantaged. Special attention is devoted to teacher education, curriculum, counseling, and parent involvement.

Gray, W. S. On their own in reading. Chicago: Scott, Foresman, and Company, 1960.

Provides comprehensive coverage of the word perception program, including development of sight-word vocabulary, use of context clues, phonics analysis, structural analysis, and dictionary skills.

Gross, R., & Murphy, J. Can the arts turn on poor kids to learning? Teachers College Record, March, 1968, 69, 581-586.

Reports many projects demonstrating the potency of arts programs for "unlocking the hearts and minds of underprivileged children." Suggests that teachers need to be reeducated to make full use of the arts in all inner-city schools. Describes components of a good future arts classroom: individual expression, individual pace, and noncompetitiveness. Concludes that learning by discovery may have greatest impact for all aspects of successful and meaningful education.

Hamacheck, D. Characteristics of good teachers and implications for teacher education. Phi Delta Kappan, Feb. 1969, 50, 341-344.

Maintains there are "clearly distinguished characteristics associated with 'good' and 'bad' teachers." A number of views as well as research data are presented to support this thesis.

Hamlin, R., Mukerji, R., & Yonemura, M. Schools for young disadvantaged children. New York: Teachers College Press, 1967.

Suggests specific areas of content and teaching techniques which should be incorporated into educational programs for deprived children. The discussion on concept development, curriculum content, and experiences would be beneficial to all teachers. The chapter on the language experiences of the disadvantaged might be especially helpful to the beginner.

Harris, A. J. How to increase reading ability. New York: David McKay Company, 1961.

Provides comprehensive treatment of the overall classroom reading program, methods for evaluating and diagnosing group, and individual reading needs. Provides information on the developmental and remedial teaching of specific reading skills.

Hess, R. Compensatory education for cultural deprivation. New York: Holt, Rinehart, and Winston, 1965

Considers basic issues facing the educator who's young students have learning handicaps due to proverty and minority group membership.

Hullfish, H. G., & Smith, P. G. Reflective thinking: The method of education. New York: Dodd, Mead and Company, 1961.

Views reflective thinking as a desirable ingredient of the teaching-learning process and as an essential method in the education of self-directed learners. Reflective thinking is considered an essential element in developing thinking for real life problems.

Jarolimek, J. Social studies in elementary education. New York: The Macmillan Company, 1959.

Presents the teacher with instructional techniques for teaching social studies at the elementary school level. It deals with helping the teacher develop growth and understanding, as well as attitudes, and skills in social studies. An invaluable reference book for the elementary school teacher.

Joyce, B. R. Strategies for elementary social science education. Chicago: Science Research Associates, 1965.

The main thesis in this book is that social studies has three direct goals: (1) humanistic education, (2) citizenship education, and (3) intellectual education. These goals are compatible to each other and should be taught together, though in the past they have been taught separately. Social studies at the elementary level should be centered around four basic questions: (1) What objectives are being sought? (2) What activities are likely to bring about selected objectives? (3) How should instruction be organized? (4) How can progress be measured?

Kaufman, B. Up the down stair case. New York: Avon Books, 1964.

An excellent satire on the experiences of a naive beginning schoolteacher in a metropolitan high school. The book centers on her trials and tribulations with colleagues, adminstrators and students.

Kendall, R. White teacher in black school. New York: The Devin-Adair Company, 1964.

Deals with the problem of white teachers being accepted in black schools. The author shares with his readers the experiences of a young, idealistic, and dedicated white man during two years as a teacher in two Los Angeles schools with a majority of Negro pupils.

Kohl, H. R. 36 children. New York: The New American Library, 1967.

Story of 36 hostile and alienated, Harlem ghetto sixth graders, who finally respond to a teacher, (author of the book) when he shows fairness, interest, sincerity and resourcefulness in his teaching.

Kontos, P. G., & Murphy, J. J. Teaching urban youth: A source book for urban education. New York: John Wiley and Sons, 1967

Evaluates with hard data those methods some of the best teachers in the country feel are successful, as well as those methods thought to be unsuccessful.

Kushel, G. Discord in teacher-counselor relations: Cases from the teacher's view. Englewood Cliffs, N.J.: Prentice Hall, 1967.

Discusses the misunderstandings and discord which are realities in teacher-counselor relationships. The discourse focuses around brief case studies and role-playing situations. It is, as Carlton Beck states, "a study in context of human beings interacting."

Lanning, F. W.,& Many, W. A. Basic education for the disadvantaged adult: Theory and practice. New York: Houghton-Mifflin Company, 1966.

A compilation of readings representing the major areas of concern related to basic education for adults. The reader can gain background information pertinent to basic education, social implications of illiteracy, psychological factors influencing adult learning, techniques of teaching basic reading, and materials which might be appropriate for the adult learner. A rather thorough picture of basic education is presented and the practitioner should find the readings beneficial.

Lewis, R. Miracles: Poems by children of the English speaking world. New York: Simon and Schuster, 1966.

A compilation of short poems written by children. The reader sees the many mysteries of life through the eye of the child and is struck by the beautiful simplicity of the young authors.

Londes, R. Culture in American education. New York: John Wiley and Sons, 1965.

Reports on an experimental teacher-training program located in areas with minority group students. Bases presentation on an anthropological and social work approach.

Massialas, B., & Cox, C. B. Inquiry in social studies. New York: McGraw-Hill, 1966.

Discusses the inquiry method of teaching social studies. Practical instructional techniques are presented as well as listings of materials and books which could aid the teacher. The teacher of social studies should find this to be a helpful resource book.

Miller, H. L. (Ed.) Education for the disadvantaged. New York: The Free Press, 1967.

A book of readings containing a series of articles on research concerning current attitudes (for example, testing, curriculum issues, teaching, and the teacher) toward the severe problems of education and urban-disadvantaged children.

Ornstein, A. C. Teaching the disadvantaged. The educational forum, Jan. 1967, 31, 215-223.

Includes a number of suggestions regarding the effect of the teacher's attitude and the relationship of successful teaching to effective classroom management. The author lists 24 general recomendations to be considered by

teachers of the disadvantaged. Suggestions included are: consistency in classroom routine and discipline, flexibility, use of good judgment, and friendliness while maintaining a proper distance.

Passow, A. H. (Ed.) Developing programs for the educationally disadvantaged. New York: Teachers College Press, Teachers College, Columbia University, 1968.

A collection of 17 articles providing a comprehensive view of problems related to teaching disadvantaged children. Although the book does not deal directly with curriculum content for teacher preparation, it does provide valuable information concerning urban educational problems useful to prospective teachers.

Passow, H. A., Goldberg, M., & Tannebaum, A. J. (Eds.) Education of the disadvantaged. New York: Holt, Rinehart, and Winston, 1967.

A series of articles concerning the disadvantaged written by an interdisciplinary team of sociologists, psychologists, and educators. It includes a variety of topics on strategies and techniques effective in dealing with disadvantaged pupils and solving some urban educational problems.

Perrodin, A. F. The student teacher's reader. Chicago: Rand McNally and Company, 1966.

A collection of readings designed for the student teacher in elementary and secondary schools. A prospective teacher will find helpful hints regarding his assignment, planning activities, evaluating, and understanding the learners.

Price, K. The problem of the culturally deprived. Teachers College Record, Nov. 1967, 69, 123-132.

Charges the school with specific responsibilities involving the problems of the underprivileged. Views the school as an active agent in providing curricula for members of the deprived community and as a center for the expression of attitudes and cultural heritage.

Riessman, F. Blueprint for the disadvantaged. New York: Anti-Defamation League of B'Nai B'rith, 1968.

Outlines goals in the education of disadvantaged pupils and suggests strategies for successful teaching. The author provides several practical techniques which may be helpful to prospective inner-city teachers.

Robinson, H. A. The underachiever in reading. Proceedings of the annual conferences on reading. Chicago: University of Chicago Press, 1962.

Analyses reading problems. Suggests ways of preventing problems and improving skills.

Ross, J. The relationship of simple audiovisual techniques to the arts and the disadvantaged. Audiovisual Instruction, Jan. 1968, 13, 44-51.

Discusses a program (use of photography) designed to contribute to the esthetic and artistic growth of its participants, as well as suggestions for new ways of working with pupils in the intermediate grades. Describes ways in which participants have used their own photographic collection as a means of understanding themselves in an environmental context leading to the study of other subject areas. Concludes by listing ideas produced by participants for consideration by those in the field of curriculum.

Rudnitsky, C. W. The concern is yours. Pennsylvania School Journal, Feb. 1968, 116, 318-319.

Discusses the increasing number of disadvantaged and the personal, cultural, and social characteristics peculiar to them. Urges teacher education institutions to make their programs more relevant to this group. Suggests that schools should relate education to immediate needs of these children; secondary schools should introduce a course in dating and marriage; dropouts should be prepared to face the immediate changes they will experience; and middle-class values should not be imposed upon disadvantaged youngsters.

Shaftel, F., & Shaftel, G. Role-playing for social value: Decision-making in social studies. Englewood Cliffs, N.J.: Prentice Hall, 1967.

Explains how the teacher can conduct role-playing and what the outcomes may be. Suggests that this technique is exceptionally successful with disadvantaged youngsters and should be part of each teacher's repertoire.

Smith, L. M., & Geoffrey, W. The complexities of the urban classroom. New York: Holt, Rinehart, and Winston, 1968.

Examines the issues that develop when a middle-class teacher attempts to cope with a seventh grade class in a slum school. Suggests some new dimentions in teacher behavior and teacher-pupil interaction which can be used to extend a conceptualization of teaching psychology. Considers sensationalism and problems of academic ability, mental health and physical resources.

Stodolsky, S. S., & Lesser, G. Learning patterns in the disadvantaged. Harvard Educational Review, Fall 1967, 37, 546-593.

Considers the patterns among mental abilities in six and seven-year old children to determine if class and ethnic influences differ not only in degree but in kind. Suggests that various kinds of intellectual skills are fostered or hindered in different environments. Expresses idea that several mental abilities are organized in culturally-determined ways.

Strang, R. Diagnostic teaching of reading. New York: McGraw-Hill, 1964.

Describes underachievement in reading. Discusses procedures for the diagnostic teaching of reading, helpful to the classroom teacher and the remedial teacher.

Strang, R., McCullough, C. M., & Traxler, A. E. The improvement of reading. New York: McGraw-Hill, 1967.

A basic text for individuals preparing to become teachers. Can also serve as an excellent resource book for teachers in the field who might encounter unusual reading problems. It provides assistance in the diagnosis and treatment of unusual reading problems.

Strom, R. D. Teaching in the slum school. Columbus, O.: Charles E. Merrill Books, 1965.

Maintains slum education is a failure and "the vast army of out-of-school unemployed dropouts" is evidence of such failure. To remedy the problem and help the beginning teacher become more effective in dealing with disadvantaged pupils, the author makes suggestions for the improvement of curriculum, learning styles and strategies, and discipline problems. The book focuses on the beginning teacher and those directly or indirectly influencing the teaching profession, including nurses, guidance-counselors, social workers and supportive staff specialists.

Strom, R. D. The inner-city classroom: Teacher behaviors. Columbus, O.: Charles E. Merrill Books, 1966.

Focuses on teacher behavior in the inner-city classroom. Recommends teaching strategies, as well as changes in attitudes, behaviors, and values of teachers who work with culturally disadvantaged children.

Taba, H., & Elkins, D. With focus on human relations. Washington, D. C.: American Council on Education, 1950.

Based on a study conducted by the American Council on Education, this book reports on the development of integrated programs based on problems of human relations in social studies, literature, and guidance. The three-year study,

though now dated, has some common situations which should prove valuable to the interested teacher.

Taba, H., & Elkins, D. Teaching strategies for the culturally disadvantaged. Chicago: Rand McNally and Company, 1966.

Deals with cultural deprivation as a factor in school learning and synthesizes information about slum conditions pertinent to the educational background for learning. Presents strategies to be utilized with all age groups. Details the steps to be taken in developing curriculum, filling learning gaps, providing for real educational needs, planning and carrying out various experiences in teaching thinking, concept-building, attitude-building and skill-building.

Tanruther, E. M. Clinical experiences in teaching for the student teacher or intern. New York: Dodd, Mead and Company, 1967.

Discusses practical problems confronting beginning teachers. This is a useful reference for developing teaching skills. This book should provide the prospective teacher with numerous practical ideas concerning his initial role as a teacher.

Thomas, G. I., & Crescimbeni, J. Individualizing instruction in the elementary school. New York: Random House, 1967.

Emphasizes the need for pupils to learn the meaning of independent work and self-discipline in the elementary school. Brief attention is given to the evolution of the graded school and innovations in elementary education. The teacher is informed of procedures for meeting the needs of individual pupils in specific subject matter areas, and motivational and evaluative techniques. The need for a consistent educational philosophy among teachers is stressed.

Thomas, R. M. Social differences in the classroom. New York: David McKay Company, 1965.

Discusses significant differences existing among ethnic groups, approaches for teaching pupils from these different groups, classroom, community and national intergroup problems, and classroom methodology. It provides insight into social differences in the classroom and is appropriate reading for a beginning teacher of inner-city pupils.

Thompson, W. A selective bibliography on new media and the education of the culturally disadvantaged. Washington, D.C.: Educational Media Council, 1966. (Abstract: Eric, Ed 015-961, UD 004-196.)

A bibliography organized around five areas: (a) basic texts and general references on instructional technology, (b) selected works on the culturally disadvantaged, (c) articles and papers on instructional techniques and the education of the disadvantaged, (d) doctoral dissertations with implications for meaningful media used in educating the disadvantaged, and (e) reports of current research and projects related to the use of educational media in educating this group.

Trubowitz, S. A handbook for teaching in the ghetto school. Chicago Quandrangle Books, 1968.

Helps teachers better understand the setting and problems of ghetto schools. Trubowitz emphasizes the need for better teachers in the ghetto schools and offers suggestions for individual teacher success. This book takes a practical approach to education in the ghetto and is excellent for the teacher of inner-city.

Tumin, M. Teaching in America. Childhood education, Feb. 1968, 44: 347-353.

Suggests a general revision of education from pre-school to college level. Criticizes the pass-fail grading system as based on a concept implying that school is a competitive race between different kinds of children. Offers four major ingredients for teacher education programs: (1) a commitment to the equal worth of each child, (2) a desire to learn everything about teaching, (3) a firm grasp of range, experiences, and materials relevant to various curricular goals, and (4) a commitment to continuing growth.

Webster, S. W. The disadvantaged learner: Knowing, understanding, educating. San Francisco: Chandler Publishing Company, 1966.

Makes use of the sociocultural approach to increase understanding of and effectiveness in teaching the disadvantaged learner. Based on the premise that one must know something about the learner, his subculture, and his socio-physical environment before one can realistically see his problems and help him to learn in an effective manner. It is divided into three parts: (1) a description of lower socioeconomic groups, (2) specific educational problems, and (3) practical methods and strategies for more effective education of disadvantaged learners. The book has broad dimensions and considers several different ethnic groups.

Wisniewski, R. New teachers in urban schools: An inside view. New York: Random House, 1968.

Provides a guide for new teachers interested in working with inner-city children. Based on the author's 15-years experience as an inner-city teacher and first-hand experience of others in urban systems, the book offers realistic suggestions for teachers willing to face the challenges of urban education.

Sociology

Education

Boskin, J. Urban racial violence in the twentieth century. Beverly Hills, Cal.: Glencoe Press, 1969.

Focuses on ethnic group conflict, manifested in two forms of violence: the urban racial and the racial protest riot. The former is seen as a form of Caucasian aggression and characteristic of the first half of the twentieth century. The latter is the retaliation of the ghetto community against the white racism and is characteristic of the 1960's.

Dentler, R. A., Mackler, B., & Warshauer, M. E. The urban r's: Race relations as the problem in urban education. New York: Frederick A. Praeger, 1967.

A book of readings exploring how school and community can best meet the problems of changing racial relations. The essays examine school segregation, social attitudes of school children, their school performance, remedial education programs, and socio-psychological needs and characteristics of inner-city children in large northern cities.

Havighurst, R. J. Education in metropolitan areas. Boston: Allyn and Bacon, 1966.

Describes the metropolitan social structure, the way the school functions in this structure, the change occurring, and how men are coping with the problems of metropolitan growth, complexity, and stratification.

Havighurst, R. J., & Neugarten, B. L. Society and education. Boston: Allyn and Bacon, 1967

Discusses the relationship between the school and society and social changes affecting education. The school is examined in the following context: as a social system and its relationship to other social systems, its place in the community, its relationship to population growth, race relations, juvenile delinquency, and the role of the teacher.

Heald, J. E., & Moore, S. A. The teacher and administrative relationships in school systems. New York: The Macmillan Company, 1968.

Presents an analysis of: (1) component parts of school systems, such as the board of education and various school personnel; (2) the nature of interactions among such parts through supervision and curriculm development; policy formulator and budget preparator; and (3) social, legal, economic and political environments of school systems.

Keach, E. T. Jr., Fulton, R., & Gardner, W. E. Education and social crisis: Perspectives on teaching disadvantaged youth. New York: John Wiley and Sons, 1967

A compilation of readings focusing on the culture of the disadvantaged with numerous implications for education. The assembled articles are organized into these major sections: Part I-Cultural values and the family of disadvantaged youth; Part II-Problems facing disadvantaged youth in the schools; and Part III-Programs and progress in meeting the educational needs of disadvantaged youth.

Kerber, A., & Bommarito, B. The schools and the urban crisis. New York: Holt, Rinehart, and Winston, 1965.

A book of readings focusing on social changes occurring in our urban society, how these changes effect education, and problems created. Solutions for the problems are discussed.

Linton, T. E., & Nelson, J. L. Patterns of power: Social foundations of education. New York: Pitman Publishing, 1968.

Introduces the major social, cultural, and economic forces that have direct influence upon our educational system. The respective areas individual articles discuss are: (1) the school as an institution of the culture; (2) poverty, deprivation, social class, and their impact on education; (3) dissent and agreement in society and education; (4) education in a metropolitan society; and (5) teaching as a social and professional vocation.

Miller, H. L., & Smiley, M. B. Education in the metropolis. New York: The Free Press, 1967.

A compilation of articles discussing the social and economic problems that confront inner-city schools. Individual readings describe poverty, migration, technological change, difference in culture and value systems, and cognitive and linguistic disadvantages of inner-city pupils.

Pavalko, R. M. Sociology of education. Itasca, Ill.: Peacock Publishers, 1968.

This book of readings draws upon numerous research studies and theoretical discussions relevant to sociology of education. In illustrating the major concerns that encompass sociology and education, the author organizes the articles in terms of defining the field, the functions of education, the school as a social institution, and the school as a place of work.

Roberts, J. I. School children in the urban slum. New York: The Free Press, 1967.

A book of readings for educators, interested in the relationship between environmental factors and learning. Factors such as ethnicity, race, socio-economic background, family organization, and socialization are related to the child's learning and intellectual capacity, his self-concept, and personality characteristics.

Sexton, P. C. Education and income. New York: The Viking Press, 1961.

Examines the connection between the educational opportunities of a child and the size of his parent's income. The author discusses the quality of teachers, school facilities for low-income children, opportunities for academic and social advancement, relevance of IQ tests and underpriviledged children, effects of segregated classes, and nature of curriculum for the low-income child.

Sexton, P. C. The American school. Englewood Cliffs, N.J.: Prentice-Hall, 1967.

Views the problem of American schools in terms of the power structure of the educational system and influential societal forces. The author compares the school system to large-scale organization and shows how the school might improve its performance.

Sexton, P. C. Reading of the school in society. Englewood Cliffs, N. J.: Prentice-Hall, 1967.

This book of readings brings the relationship between school and society into a new perspective. Individual articles focus on study of power, the economy, social stratification, values, organization, social structures within the school, and research development.

Smiley, M. B., & Miller, H. L. Policy issues in urban education. New York: The Free Press, 1968.

A collection of articles specifically designed for public or school professionals, involved with policy-making in the urban school system. The readings concern the following issues: the nature of inner-city children and schools; type of curriculum to be used for the disadvantaged; and what to do about racial imbalance in the urban school.

Stalcup, R. J. Sociology and education. Columbus, O.: Charles E. Merrill Books, 1968.

Discusses the relationship between education and society. Several basic sociological concepts are examined and related to education; these

include: culture, social institutions, social class, groups, family values, norms, power, social structure, and social mobility. Although the discussion of these concepts are general in nature, they readily can be applied to urban education.

Thomas, R. M. Social differences in the classroom. New York: David McKay Company, 1965.

Examines the kinds of intergroup differences (social class, ethnic status, and religious affiliation) among school children that affect their success in school. Part I introduces these differences and describes various educational problems associated with them. Part II inspects teachers' personal values and goals. Part III describes ways the instructor can identify specific intercultural problems. Part IV presents teaching techniques which can help students solve intergroup problems.

Toffler, A. The schoolhouse in the city. New York: Frederick A. Praeger, 1968.

Various authors involved in government, civil rights, sociology, psychology, urban planning, education, and architecture analyze the relationship between the city and the urban school. Part I focuses on the demographic, financial political, and social changes in our cities. Part II describes the school system and a model for the school of the future is presented. In addition, school decentralization is discussed. Part III suggests how the school can contribute to revitalization of our cities.

Watson, G. Change in school systems. Cooperative Project for Educational Development, 1967. National Education Association, National Training Laboratories.

Applies the concepts of social change to the school system. Describes the schools as socializing agents, developing organizations, and as change-agents capable of utilizing various research methods for self-renewal.

Inner-City

Bagdikian, B. H. In the midst of plenty: The poor in America. Boston: Beacon Press, 1964.

Paints a clear, concise, vivid, and dramatic story of the great body of American poor. Suggests that poverty is less proof of personal failure than a failure of society. Proposes long-range plans for dealing with the problem.

Batchelder, A. B. The economics of poverty. New York: John Wiley and Sons, 1966.

Describes the poverty situation in America. Attention is given to the character and extent of poverty, programs transferring money from the nonpoor to the poor, and programs designed to help the poor work their way out of poverty.

Billingsley, A. Black families in white America. Englewood Cliffs, N. J.: Prentic-Hall, 1968.

Describes the major dimensions of black families in America, including an analysis of history, structure, achievements, and change. The author contends that the black family can best be understood as an institution, highly interdependent with other institutions in the wider white society.

Deutscher, I., & Thompson, E. J. Among the people: Encounters with the poor. New York: Basic Books, 1968.

An insightful presentation of what the poor are like and the types of encounters they have with society (school officials, welfare workers, health clinics, public housing officers, and others). The text features articles written from the perspective of a poor person.

Donovan, J. C. The politics of poverty. New York: Pegasus, 1967.

Addresses itself to several basic questions regarding the war on poverty: (1) Where did the way on poverty originate and in response to what pressures? (2) To what extent was Mr. Johnson's new program a reworking of proposals well-advanced in the days of the Kennedy administration? (3) What were the central concepts of the war on poverty, who formulated them, and who sponsored them? (4) Does the nation have the resources to fight a two-front war, one in Vietnam, and the other in the ghettos? In addition, the impact of the war on poverty in American society is examined.

Ferman, L. A., Kornbluh, J. L., & Haber, A. Poverty in America. Ann Arbor: The University of Michigan Press, 1968.

A book of readings analyzing in detail the scope of poverty ranging from urban to rural, Negro and Spanish-American to senior citizen, as well as causes and cures for poverty. In this volume, definition and prevalence of poverty are discussed, as are the structure of poverty, relationship of poverty to the economy, values and life styles of the poor, and programs to mitigate the problems of deprivation.

Frieden, B. J., & Morris, R. Urban planning and social policy. New York: Basic Books, 1968.

In this volume numerous writers, representatives of city planning, social

work, sociology, and economics, explore the many difficulties that threaten the urban centers of our societies. Attention is directed toward approaches to social planning, housing and urban renewal, racial bias and segregation, citizen organization and participation, urban poverty, and guidelines for social policy.

Gans, H. J. The urban villagers. New York: The Free Press, 1962.

Describes slum life in an inner-city neighborhood of Boston called the West End. The author examines the social structure of the West End, to determine if ethnicity or class is more relevant in understanding their way of life. In addition, he discusses how inner-city subculture ought to be treated by city planners and caretakers.

Gans, H. J. People and plans: Essays on urban problems and solutions. New York: The Free Press, 1968.

A collection of essays discussing the future of American cities, and the issues confronting city planners, poverty workers, social scientists, and other professionals. Specific areas discussed by the author are: relationship between environment and behavior, city planning and goal-oriented planning, planning for suburbs and new towns, planning to prevent urban poverty and segregation, the racial crisis, and another approach to sociological analysis and planning.

Goldstein, B. Low income youth in urban areas: A critical review of the literature. New York: Holt, Rinehart, and Winston, 1967.

An assemblage of literature describing the urban youth classified as lower class or poor. In part I urban youth are discussed in the context of the family, education, work, procreation, religion, government and law, and leisure-time activities. Part II contains the annotated references used in part I.

Gordon, M. M. Assimilations in American life: The role of race, religion, and national origins. New York: Oxford University Press, 1964.

Explores the assimilation of minority groups in America in terms of race, religion, and national origin. The concepts "culture pluralism" and "melting pot" are examined, revealing a social organization more complex than indicated by these terms. The author, instead, uses the term "structural pluralism." The concluding chapter points out several problems of excessive structural separation based on race, religion, and national origin.

Hadden, J. K., Masotti, L. H., & Larson, C. J. Metropolis in crisis: Social and political perspectives. Itasca, Ill.: Peacock Publishers, 1967.

The editors have organized the book around, what they feel, are the issues confronting the student of urbanology: a general understanding of the origins and consequences of urbanization; understanding of how ideology effects the nature of social organization; and understanding the nature of political process. In part I the problems of urban life are introduced; part II traces the historical development of the city; part III deals with the way man thinks and feels about the city; part IV discusses specific urban problems; and part V examines the urban community organizing to meet the urban crisis.

Heller, C. S. Mexican-American youth: Forgotten youth at the crossroads. New York: Random House, 1966.

Presents the male youth of Mexican-American heritage. Describes the historical background of the culture, demographic characteristics of contemporary Mexican-American youth, school experience, delinquent behavior, aspirations and achievements.

Heller, C. S. Structural social inequality: A reader in comparative social stratification. New York: The Macmillan Company, 1969.

A compilation of readings, by anthropologists, sociologists, economists, historians, and political scientists, focused, in a comparative manner, on stratification in different societies. Major areas covered are: theories on stratification, types and dimensions of social stratification, consequences of stratification, social mobility, ethnicity, change in stratification systems, and unresolved issues in stratification theory.

Herriott, R. E., & St. John, N. H. Social class and the urban school. New York: John Wiley and Sons, 1966.

Reports a national research project that studied 490 schools in 41 large American cities. The research objective was to determine the effects of social class, ethnicity, and school composition on the attitudes of teachers and principals toward one another and toward students and parents.

Hollingshead, A. B., & Redlich, F. C. Social class and mental illness: A community study. New York: John Wiley and Sons, 1958.

Reports an interdisciplinary research project in an urbanized community. It describes the relationship between mental illness and social class. Detailed analysis is provided about the social structure of the community, psychiatric patients, institutions and psychiatrists that provide care, class types of

mental illness, mode of treatment, and recommendations for what society could do to improve socially determined shortcomings of psychiatric practice.

Hunter, D. R. The slums: Challenge and response. New York: The Free Press, 1964.

Discusses the nature and characteristics of slums, why slums are a present challenge, and ways to mitigate the negative effects of slum life.

Keil, C. Urban blues. Chicago: The University of Chicago Press, 1966.

The author argues that to understand Negro culture one should consider entertainers and hustlers as cultural heroes, rather than deviants. This work provides insights into the character of contemporary jazz musicians, the relationship between church music and blues, the relationship between bluesman and preacher, and the concept of soul and its relationship to the solidarity in the Negro community.

Kramer, R. M. Participation of the poor. Englewood Cliffs, N.J.: Prentice-Hall, 1969.

Reports a research task which evaluates the extent several communities in the San Francisco Bay area were able to implement the "maximum feasible participation" of Community Action Programs.

Kvaraceus, W. C., Gibson, J. S., & Curtin, T. J. Poverty, education and race relations: Studies and proposals. Boston: Allyn and Bacon, 1967.

A collection of papers discussing the role of education in alleviating poverty and racial discrimination.

Lens, S. Poverty: America's enduring paradox. New York: Thomas Y. Crowell Company, 1969.

Traces the types of poverty (poverty of the landless, poverty of the enslaved, poverty of the economically manipulated, poverty of the propertyless, and poverty of the social forgotten) which have emerged throughout the different periods of American history. In addition, the author discusses various attempts to ameliorate these forms of poverty.

Leggett, J. C. Class, race and labor. New York: Oxford University, 1968.

Reports a study about working-class people in the inner-city of Detroit. The study was undertaken to ascertain the degree of class-consciousness among blue-collar workers and the relationship between class-consciousness, race, job insecurity, and neighborhood conditions.

Liebow, E. Talley's corner. Boston: Brown and Company, 1967.

Presents an insightful interpretation of Negro streetcorner society. The author discusses and reveals the lives of these men in terms of jobs, families, women, and friends.

McCloskey, E. F. Urban disadvantaged pupils. Portland, Ore.: Northwest Regional Educational Laboratory, Feb. 1967.

Synthesizes 99 research reports relating to the characteristics and educational needs of the urban disadvantaged. Major areas of concern are: capabilities, attitudes, aspirations, hopes, interests, motives, self-images, achievements, handicaps, hostilities, aversions, fears, families, housing, neighborhoods, and peer groups.

Miller, S. M., & Riessman, F. Social class and social policy. New York: Basic Books, 1968.

Two eminent social scientists discuss what the social sciences know about the poor, what should be known, and how such knowledge can be applied to resolve the problems of the nation's poor. Provocative criticism is directed toward existing programs which the authors claim emphasize the "pathology" and "non-adaptiveness" of the poor while ignoring the positive characteristics.

Parsons, T., & Clark, K. B. The Negro American. Boston: Houghton-Mifflin Company, 1965.

Focuses on the dilemma facing American society and, in particular, the American Negro. The dilemma posed by the authors is the lack of Negro power to make radical structural reforms and lack of will by the white counterparts to do so. Various contributors in the areas of history, sociology, social psychology, political science, and economics discuss the Negro in terms of demographic, economic, familial, personality, identity, and attitudial factors. They also discuss areas where social change is evident, policy proposals to effect change, and pressure sources of change.

Pearl, A., & Riessman, F. New careers for the poor. New York: The Free Press, 1965.

Proposals are suggested for creation of meaningful careers for low-income people, though they lack formal qualifications. The specific professional areas that could provide such jobs are social work, teaching, recreation, and health services.

Riessman, F. The culturally deprived child. New York: Harper and Row, 1962.

Describes a major problem confronting the urban schools, the culturally-deprived child. The author discusses the nature and characteristics of the disadvantaged and the implications this has for education. He also makes suggestions on how to be an effective teacher of the disadvantaged.

Schorr, A. L. Explorations in social policy. New York: Basic Books, 1968.

A collection of essays discussing how social policy might facil tate the achievement of two objectives: reduction in poverty and more rewarding family relationships. Topics covered include: the socially orphaned, filial responsibility and family policy, community services, and income maintenance.

Sebald, H. Adolescence: A sociological analysis. New York: Appleton-Century-Crofts, 1968.

An analysis of adolescence, from a structural-functional framework, viewing the social causes and consequences of behavior stemming from adolescence. The treatment of the concept of adolescence is divided into five major parts: definition, antecedent conditions, consequences, diversity of the adolescent experience, and specific problems.

Seligman, B. B. Poverty as a public issue. New York: The Free Press, 1965.

Examines poverty in its many dimensions: extent of poverty, measurement in relation to work and consumption standards, relation to politics and legislative process, job opportunities for poor, and federal programs dealing with poverty.

Seligman, B. B. Permanent poverty: An American syndrome. Chicago: Quadrangle Books, 1968.

Poverty is examined from a historical perspective and major poverty areas: Negro slums, the aged, unemployed youth, Appalachia, Ozarks, and American Indians. Additional analysis reviews the Federal Government's role in resolving poverty and the effects of local and national politics on its objectives.

Silberman, C. E. Crisis in black and white. New York: Random House, 1967.

Presents, in a very provocative way, an understanding of the Negro crisis in America, not only from a historical perspective, but also in respect to solutions. The author clearly establishes the role color has played in the lives of Negro people.

Suttles, G. D. The social order of the slum: Ethnicity and territory in the inner city. Chicago: The University of Chicago Press, 1968.

An intriguing analysis of the Adams area of the west side of Chicago (home of four minority groups: Negro, Italian, Mexican, and Puerto Rican). Major objectives of this test is to determine the internal social structure of the Adams area, its link with the outside metropolis, and the effects ethnicity and territory play in establishing social structure.

U. S. Commission on Civil Rights. The Mexican-American. Washington, D.C.: United States Government Printing Office.

Describes the socioeconomic plight of Mexican-Americans of the southwest. It discusses their income, housing, employment, and grievances.

Valentine, C. A. Culture and poverty. Chicago: The University of Chicago Press, 1968.

Presents a critical examination of poverty culture studies. The author contends that many studies of poverty culture are based on insufficient evidence and interpreted from a middle-class point of view. The author suggests ways to conduct a study of the poor and sets forth proposals which would grant the poor power to obtain resources needed to overcome poverty.

Weinberger, P. E. Perspectives on social welfare. New York: The Macmillan Company, 1969.

An anthology of readings discussing social work, its existing patterns of services, and professional development in a perspective derived from behavioral science theory. The major areas examined are: the scope of social welfare, historical development, current approaches to social provision, theoretical perspectives and intervention strategies, and social work as a profession.

Will, R. L., & Vatter, H. G. Poverty in affluence: The social, political, and economic dimensions of poverty in the United States. New York: Harcourt, Brace, and World, 1965.

Examines the concept of poverty in its many dimensions. Various articles explore the problem of poverty today, trends in income, wealth and poverty, ideologies of poverty, poverty as a subculture, spatial distribution of poverty, poverty among specific groups, and policies combating poverty.

Deviance

Becker, H. S. Outsiders: Studies in the sociology of deviance. New York: The Free Press, 1963.

Presents a view of two deviant groups, marijuana-users and dance musicians. Through personal interviews, the author was able to gain insight into the cause and problems of marijuana use and why dance musicians are compelled to form their own reactionary society.

Bordua, D. J. The police: Six sociological essays. New York: John Wiley and Sons, 1967.

A collection of essays which view the problems facing today's police departments. The various selections discuss: the demand for order in civil society, environment and organization, gang members and the police, bureaucracy, information, social control, police morale, reform, citizen respect, and uncertainties of police work.

Cohen, A. K. Deviance and control. Englewood Cliffs, N. J.: Prentice-Hall, 1966.

The concept of deviance is examined with special emphasis on crime and delinquency. The author, while discussing the various theories of deviance, proposes a general theory to account for all the manifold varieties of deviance rather than focusing on specific theories (crime, juvenile delinquence, alcoholics, and prostitution).

Jessor, R., Graves, T. D., Hanson, R. C., & Jessor, S. L. Society, personality and deviant behavior: A study of a tri-ethnic community. New York: Holt, Rinehart, and Winston, 1968.

This volume reports a research endeavor which studied deferential rates of deviant behavior (specifically, excessive use of alcohol) of a tri-ethnic community (Anglo-American, Spanish-American, and Indian). The central objective was to develop an interdisciplinary theory of deviant behavior in which the interaction of sociocultural and personality determinants could be dealt with systematically.

Lindesmith, A. R. Addiction and opiates. Chicago: Aldine Publishing Company, 1968.

An updated revision of Lindesmith's original work published in 1948. In part I the author explores the theoretical explanations of addiction and presents a detailed account of his own theory. Part II discusses addiction

as a social problem, tracing the historical background and legislation of addiction, impact of World War II, and recent attitudes toward addiction.

Martin, J. M., & Fitzgerald, J. P. Delinquent behavior: A redefinition of the problem. New York: Random House, 1965.

Describes and criticizes basic theoretical explanations (societal defects, defects in the operating milieu, family-centered and individual-centered explanations) of delinquency. In addition, the author integrates these basic theories into a new framework to examine delinquency.

Short, J. F. Jr. Gang delinquency and delinquent subcultures. New York: Harper and Row, 1968.

In Section I the articles are concerned with variations among delinquent gangs and subcultures. Specific topics covered are: property crimes, group tradition, leadership, power situations, and drug addiction. In Section II the focus is on theories about these delinquent subcultures.

Stratton, J. R., & Terry, R. M. Prevention of delinquency: Problems and programs. New York: The Macmillan Company, 1968.

Presents an overview of control and prevention of delinquency with the major objective to define issues and problems. Particularly useful to the teacher are the sections discussing prediction of delinquency and the role of institutions and agencies in delinquency.

Psychology

Adler, S. The health and education of the economically deprived child. St. Louis: Warren H. Green, 1968.

Begins with a brief summary of the sociology of poverty and the socio-cultural characteristics of low-income children. The author examines two major problem areas of culturally-deprived children. The first deals with the health of the child, both mental and physical, and type of treatment which will provide better health. The second concerns inadequate educational opportunities because of sociopsychological influences and what can be done to remedy the problems.

Anastasi, A. Individual differences. New York: John Wiley and Sons, 1965.

A book of integrated readings which presents a view of the psychological study of individual differences. The major topic areas include: the development and use of tests for measuring individual differences; quantitative research on the nature of intelligence; behavior genetics and the heredity-environment problem; the role of cultural deprivation and other experimental factors in the development of individual and group differences; and studies of genius and creativity.

Ashton-Warner, S. Teacher. New York: Simon and Schuster, 1963.

Describes an unusual method for teaching reading, based on the experimental and emotional needs of the individual child. It was used successfully with Maori children in New Zealand, and has implications for teaching the disadvantaged.

Batten, T. R. The non-directive approach in group and community work. London: Oxford University Press, 1967.

In this book the author critically analyzes the non-directive approach in the development of communities. He states some advantages and disadvantages of the non-directive method. The administrator and the community field worker will find the chapter on working non-directively in groups an especially useful one.

Blos, P. On adolescence. New York: The Free Press, 1967.

Dr. Blos describes the intrinsic conflicts, liabilities, responsibilities, and resolutions typical to each phase of adolescent development. He depicts the differences and similarities in male and female development. He describes adolescence so that psychologists and educators can identify the phases.

Brenner, C. An elementary textbook of psychoanalysis. Garden City, N. Y.: Doubleday Anchor Books, 1957.

Brenner writes around the basic theme that "psychoanalytic theory is concerned with normal as well as with pathological mental functioning." He states that oedipal fantasies exert an important influence on every aspect of mental life. His writing serves as good background information for students of psychology. The Freudian influence on Brenner is obvious throughout this particular writing.

Building on cultural differences. Childhood Education. October, 1965.

Articles include: Spanish-speaking children communicate, by Clare Kearney Galbraith; Searching for teachers within subcultures, by William D. Stocks; Using cultural differences in developing cross-cultural understanding, by Herbert B. Wilson; Murfreesboro pre-school program for culturally deprived children, by Rupert A. Klaus and Susan Gray; and Education on an Indian reservation, by Myrna Hillyard.

Coles, R. Children of crisis. Boston: Little, Brown and Company, 1967.

This book is a much-needed study on the effect of the civil rights struggle on children and adults. The book is written from the observation of a child psychiatrist and relates the Southern child's struggle with integration.

Crow, L. D. Readings in child and adolescent psychology. New York: David McKay Company, 1961.

Examines the dynamics of humand behavior from birth through adolescence. An excellent resource to gain insight into the development patterns of childhood and adolescence.

Davis, J. A. Education for positive mental health. Chicago: Aldine Publishing Company, 1965.

Davis has written an excellent review of literature to help the reader clarify the major findings of mental health; it further aids him in establishing sound concepts toward a mental health education program. His findings have a remarkable consistency which help the reader reach common generalizations. His blueprint for further research should prove valuable to the student or teacher.

Deutsch, M., & associates. The disadvantaged child. New York: Basic Books, 1967.

Presents empirical and theoretical insights into psychological and environmental factors that impede the learning process of disadvantaged children. Topics discussed include: the role of race and social class, cognitive and language factors in the development of the disadvantaged child, social environment of learning, and psychological perspectives relating to the learning process.

Fraiberg, S. The magic years. New York: Charles Scribner's Son, 1959.

Fraiberg relates how personality develops during the first five years of life and describes the typical problems which emerge with each developmental stage. This book can be a valuable guide to parents and teachers.

Freud, S. New introductory lectures on psychoanalysis. New York: W. W. Norton and Company, 1933.

Freud, even though physically unable to deliver these lectures, wrote them in the style of oral presentations. They represent continuations of earlier theories and lectures given by Freud and discuss dreams, the anatomy of the mental personality, anxiety, the psychology of women, and philosophy of life.

Frost, J. L., & Hawkes, G. R. The disadvantaged child: Issues and innovations. Boston: Houghton-Mifflin Company, 1966.

A book of readings which comprehensively covers the critical areas of the disadvantaged child. The articles discuss who the disadvantaged are and their characteristics, intelligence testing, curriculum for the disadvantaged, teacher behavior, and family and community interaction with the disadvantaged child.

Glazer, N. Y., & Creedon, C. F. Children and poverty: Some sociological and psychological perspectives. Chicago: Rand McNally and Company, 1968.

The relationship between social institutions and sociopsychological characteristics of poor children are explored. The book discusses concepts which are useful in understanding poverty, life experiences of the poor in various locales, characteristics of the poor, impact of poverty on the personalities of children, their ability to learn, and institutional arrangements which keep children out of the mainstream of socioeconomic life.

Greer, W. H., & Price, M. Black rage. New York: Basic Books, 1968.

Describes and presents a unique understanding of the anger raging in the black man's breast and the long history of white racism that caused it--as experienced by two black psychiatrists in their own lives and in their professional work with black patients.

Hickerson, N. Education for alien tion. Englewood Cliffs, N. J.: Prentice-Hall, 1966.

Discusses how our educational system contributes to the enormous waste of human energy, talent, ability, and the loss of human dignity and self-worth.

Holt, J. How children fail. New York: Pitman Publishing Corporation, 1964.

Presents, in diary form, the author's experiences with and reactions to children who are failing to become educated in the traditional classroom setting. It is a penetrating, sensitive, and often angry account of the needless boredom, confusion, and fear of failure experienced much too frequently by too many children.

Horrocks, J. E. Assessment of behavior. Columbus, O.: Charles E. Merrill Books, 1964.

This book presents the methodology and content of the assessment of human behavior. It discusses psychological measurement and its applications, as well as underlying assumptions that regard it as an essential tool of the science of psychology. The book covers the areas of personality, maturation, readiness, intelligence, achievement, aptitude, social behavior, interests, and attitudes. It could well serve as a reference book to the serious student of psychology.

Hymes, J. L. Behavior and misbehavior. Englewood Cliffs, N. J.: Prentice-Hall, 1955.

Hymes presents a careful analysis of discipline, depicted as a major problem confronting all classroom teachers. He shows what children expect, what adults expect, and what society expects from discipline. He emphasizes that discipline is the base of our society today, and when discipline is weak, our society as a whole is in danger. This is a highly recommended book for classroom teachers who feel they might have a discipline problem.

Kvaraceus, W. C., Gibson, J. S., Patterson, F. K., Seasholes, B., & Grambs, J. D. Negro self-concept: Implications for school and citizenship. New York: McGraw-Hill Company, 1965.

A compilation of papers presented in a conference at the Lincol Filene

Center, Tufts University. The central thrust of this book is clarifying the relationship of education to the self-concept of Negro children. Self-concept is discussed in terms of definition, participation as a citizen, and the role of the school as an agent of change. The last section reports the conclusions reached by the conference.

Lindesmith, A., & Strauss, A. Social psychology. New York: The Dryden Press, 1956.

These authors discuss the behavior of individuals and the social roles these individuals play in society. Good chapters are written on sexual behavior, sexual motivation and on role-playing. The psychology layman would find this to be a good reference book.

Menninger, K. The human mind. New York: Alfred A. Knopf, 1930.

Menninger's clear, concise manner of writing offers the reader a sound conception of the human personality. The reader is made to feel it is not abnormal if one does not want to be a normal person. Menninger states, "I think it is ignorance which makes people think of abnormality only with horror." Menninger's book is dated only by the year--not by content or scholarly findings. His case studies are invaluable.

Minuchin S. Families of the slums: An exploration of their structure and treatment. New York: Basic Books, 1967.

Based on clinical experiences with disorganized slum families and their disturbed children, the authors have developed new therapeutic techniques for slum families. In this work an original theory of the dynamics of the slum family is presented, its structure and internal processes, and the communicative and effective styles of its members.

Powledge, F. To change a child. Chicago: Quadrangle Books, 1967.

This book is a report on the Institute for Developmental Studies located in New York City. The Institute was founded in 1958 to serve as a research and demonstration unit. Through implementation of the various disciplines, they hoped to discover what effected learning of the disadvantaged child. The role of environmental influences was particualrly emphasized. The book tells of some unusual programs that have been discovered through research at the Institute.

Rosenthal, R., & Jacobson, L. Pygmalion in the classroom. New York: Holt, Rinehart, and Winston, 1968.

Presents research evidence indicating that a person's predictions or

prophesies are themselves factors in determining the behavior of others. The student's self-fulfilling prophecy, and the role of teacher expectation are examined in depth. The conclusions drawn have implications for the classroom teacher.

Thomas, M. R. Aiding the maladjusted pupil. New York: David McKay Company, 1967.

Presents a personality theory that can improve an instructor's ability to diagnose a pupil's social-psychological difficulties. It also presents an analysis of the teacher's role and the clinicians role in aiding disturbed students, a description of the ways teachers can identify those students who need aid, and a series of case studies illustrating ways that teachers have diagnosed a variety of personal-social difficulties at different age levels.

Non-Print Materials

Education

Films 16 mm

Broader Concept of Method. Part I,(Developing Pupil Interest). 13 Min. Part II, (Teacher and Pupils Planning and Working Together. 19 Min. B & W, McGraw-Hill Textfilms, 1947.

A comparison of the traditional "teacher dominated" classroom to the "student centered" one, and the effect of each method in the teaching-learning process.

Maintaining Classroom Discipline. 14 Min. B & W, McGraw-Hill Textfilms, 1947.

Contains various approaches to classroom conduct, the effectiveness or ineffectiveness of each approach, as well as the role of a teacher and his personality.

The Problem Method. Part I, (Defining the Problem and Gathering Information). 18 Min. Part II, (Using the Information to Solve the Problem). 16 Min. McGraw-Hill Textfilms, 1955.

This film presents a social studies class motivated and guided effectively by a teacher, using the problem approach to the questions of "What should be done about the pressure group?" and "What is the effect of such an approach?"

Why Can't Jimmy Read. 15 Min. B & W, Syracuse University, 1950.

A university clinic and the use of various techniques is shown as means of dealing with the reading problems of a child, Jimmy. Viewer becomes acquainted with the reasons behind such a difficulty and the way to remedy such a problem with the cooperation of the child's parents.

Filmstrips, Record, and Films

Teaching Problems. Louisiana Science Research Associates, 1967. Filmstrips, Record, and Films.

Provides a realistic and "life-like" classroom situation where participants are asked to find their own solutions to the stated problem. Kit includes: Instruction's Guide, Participant Resource Unit, with cumulative record folders, role-play cards, ditto masters, and selected references for solving

the problems. Twelve of the 31 incidents concerning "Pat Taylor's Class" are on the film presenting open-ended situations ideal for discussion purposes.

Sociology and Psychology

Films 16 mm

Black History: Lost, Stolen or Strayed. 55 Min. B & W-Color, Columbia Broadcasting System.

A history of attitudes toward the Negro in America, narrated by Bill Cosby.

Black World. 55 Min. B & W-Color, Columbia Broadcasting System.

The civil rights movement in America and how it is viewed in Africa, moderated by Mike Wallace.

Boy: An Experience in the Search for Identity. 12 Min. B & W, Anti-Defamation League of B'nai B'rith, distributor.

Through role-playing, a Negro boy indulges in a fantasy which reveals his deep sensitivity to name-calling and to stereotyped attitudes about racial minorities.

Children Without. 29 Min. B & W, National Education Association, 1963.

Comments, based on education policies commission report, on the educational problems of the disadvantaged.

Cities and the Poor, Part I. 60 Min. B & W, National Educational Television.

Frustrations, aggravations, and fears of poor are examined.

Cities and the Poor, Part II. 60 Min. B & W, National Educational Television.

Examines the continuing unrest in the nation's slums and discontent with poverty programs now in existence.

The Dropout. 10 Min. B & W-Color, Sid Davis Productions, 1962.

Depicts various reasons why teenagers drop out of school.

Felicia. 13 Min. Color, Stuart Roe, 1965.

Interview with a 15 year old Negro girl of Watts. Discusses her life in a segregated community. Filmed three months prior to 1965 riots.

The Hard Way. 60 Min. B & W, National Educational Television, 1965.

Problem of poverty in America is discussed emphasizing the ways in which the poor today are different than those of past generations.

Juvenile Delinquency. 27 Min. B & W, Columbia Broadcasting System.

Tells of joint attacks made on juvenile delinquency by Wayne University and Detroit Police Department. Shows four basic types of juvenile delinquents and discusses factors contributing to their behavior.

Marked for Failure. 60 Min. B & W, National Educational Television, 1965.

Focuses on problems facing both education and children in America's slum schools.

Portrait of the Inner City. 15 Min. B & W, Vision Associates, 1965.

This film acquaints the viewer with life in the inner city of a major urban center in the United States. The viewer is shown school, community, and living conditions in the inner city and the positive as well as negative aspects of such a situation. It also includes some communication techniques between the school and community.

Portrait of the Inner City School: A Place to Learn. 19 Min. B & W, Vision Associates, 1965.

Teachers discuss various effective and ineffective teaching methods to illustrate how school can become a center of learning or a place for failure. Tommy Knight, a representative of slum children, is presented to show that teachers and textbooks could knowingly or unknowingly discriminate against the inner-city child.

Problem of Pupil Adjustment--The Dropout. 20 Min. B & W, McGraw-Hill Textfilms, 1950.

A case history of a boy who quits school after his freshman year. It includes a discussion of techniques that may be used as helpful aids for dropouts.

Problem of Pupil Adjustment--The Stay-In. 19 Min. B & W, McGraw-Hill Textfilms, 1950.

The story of a school that has a low dropout rate because it stresses programs that meet the pupil's needs.

In Search of a Past. 55 Min. B & W-Color, Columbia Broadcasting System.

Three black American high school students examine their African heritage and its relevancy to American life.

Segregation Northern Style. 30 Min. B & W, Columbia Broadcasting Company.

Discusses the problems of integration in the area of housing. Follows a Negro couple through several weeks of fruitless searching for a home in a middle-class neighborhood in a Northern community.

Soul--Part II. 30 Min. B & W-Color, Columbia Broadcasting System.

An examinationoof slavery and the attitudes established during slavery that have persisted to today, reported by George Foster.

Survey of Black and White Attitudes. 55 Min. B & W-Color, Columbia Broadcasting System.

An examination of black attitudes toward the white community and white attitudes toward the black community.

The Tenement. 40 Min. B & W, Columbia Broadcasting System.

A documentary about nine ghetto families. Reveals their attitudes about a better life, and the pride they develop while struggling for existence. This film conveys the hopelessness and despair of poverty and its impact on black Americans.

Worlds Apart. 16 Min. B & W, Anti-Defamation League of B'nai B'rith.

Discusses techniques which have been devised to bridge the gap between the world of the ghetto and the white world of the text.